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Enrichment of the existing curriculum to encourage individual capabilities was conducted in the 4th, 5th, and 6th grades.

Three types of children chosen were: those who have keen insight into the ways other people are thinking and feeling; those who are best at organizing and solving the problems of technology, mechanics, or social situations; and those who like to get at the reasons behind things and categorize. The children were selected and parents notified by letter. An orientation meeting was held for the parents, teachers and principals.

Three types of enrichment programs discussed were: vertical-topics taught at higher grade levels, horizontal-utilizing grade level concepts in a wide variety of situations, supplemental-use of units not generally encountered in the regular course of study. The teacher was asked to use any of these to provide a program that would permit each student to delve deeply into his fields of special interest.

Special materials used such as films and filmstrips, tape recorders and overhead projectors are listed and explained. A list of Special Activities include; classroom visits from medical professionals, television personnel, electronic personnel and government officials, special trips to study astronomy or zoology in a tide pool, and writing a full length novel.

The teachers' qualifications are discussed, such as graduate work and broad cultural background. The most important attribute would be ability to teach the child to think and challenge his own thinking.

An evaluation of the program shows that it achieved its objectives to some degree and expanded the students' as well as the teaching staffs' knowledge.

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the High Achievement Program

ANAHEIM CITY

THE
HIGH ACHIEVEMENT
PROGRAM

Anaheim City School District

Anaheim, California

Prepared by

Kay Alexander

1963

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INTRODUCTION

The Anaheim City School District's concern for the education of the most able students is inherent in a philosophy of education based on the recognition of individual differences. Equal educational opportunity is the right of each child, but "equal" does not mean "identical." Equality consists of providing equally well for all kinds and levels of ability; therefore, each child must be stimulated to achieve according to his own individual capacity.

The educational aims of the High Achievement Program are the same, essentially, as the aims for all students, but special emphasis and attention are given to 1) enrichment of the existing curriculum and 2) exploration and widening of interests. The general purpose is to provide maximum growth in knowledge, skills, effective thinking, and work habits; to develop leadership, initiative, creative ability, and an appreciation of the contributions of others; and to help the pupil realize his responsibility for the right use of his ability.

The following are specific objectives of the program:

Intellectual development

To maintain high scholarship and proficiency in fundamental skills and basic knowledge, and to master the tools of learning commensurate with mental age rather than chronological age.

To increase the range of knowledge and skill, and to apply this knowledge and skill to the problems of living.

To provide intensive study in the academic fields beyond the scope of the usual elementary school curriculum.

To stimulate intellectual curiosity and creativity.

To develop initiative and originality.

To increase the power to work independently,

To implant study and work habits that emphasize efficiency, thoroughness, perseverance, and mastery.

To develop the power of abstract and critical thinking, utilizing facts and related concepts in problem-solving of an abstract and complex nature.

Social adjustment

To develop positive attitudes toward individual and social responsibilities.

To work for and with others, and to work effectively as an individual in a group.

To develop ability to establish good human relationships founded on the respect for the worth of each individual.

To develop skill and capacity for leadership.

Healthful living

To develop good health habits--physical and mental.

To participate in physical activities which improve coordination, poise, and the maintenance of a healthy body.

Personality development

To develop a wholesome personality.

To encourage self-reliance.

To promote diversification and yet integration of interests.

To recognize and establish a system of moral and spiritual values in relation to daily living.

To enrich life through sensitivity to aesthetic values and through the creative expression of these values.

DESCRIPTION OF THE PROGRAM

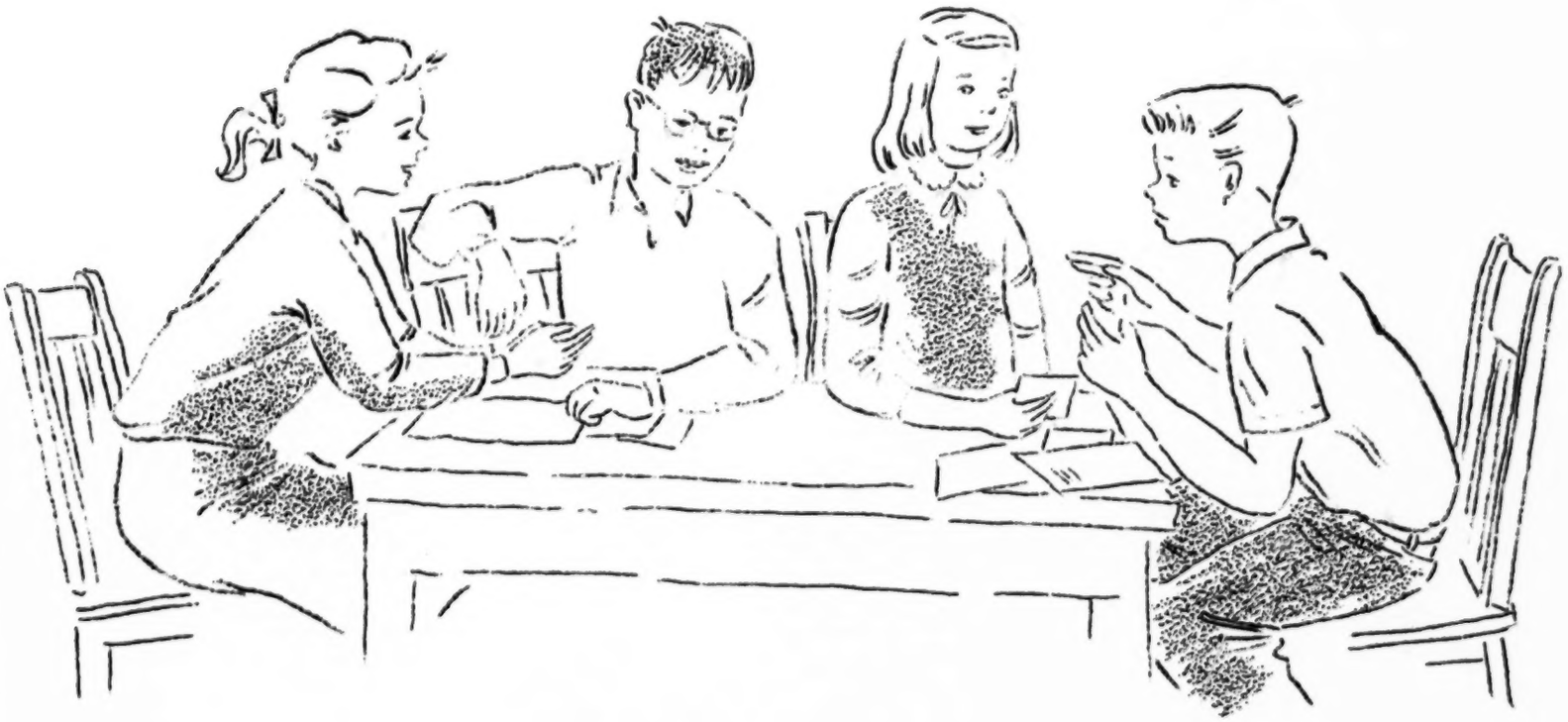
The High Achievement Program of the Anaheim City School District is an outgrowth of the district's continuing efforts to provide equality of educational opportunity for the great range of ability among the student population. Sensitive to the psychological characteristics of the mentally superior child, the district's administrators instigated a study which resulted in the formation of a pilot program in the school year 1958-59. This effort to provide more effective instruction for children of superior ability was seen as part of a total program of providing for all children according to their needs.

In this first class were thirty children selected from a preliminary list of over two hundred of the district's most capable incoming fifth and sixth graders. Selection was made on the basis of superior achievement as measured on the California Achievement Test, a California Test of Mental Maturity score of 130 or better, teacher recommendation, past academic performance, and parent consent. The class was centrally located and pupils were transported by school bus.

The teacher was expected to teach thoroughly the grade level material as outlined in the course of study but was given much freedom to extend learnings in both breadth and depth and to encourage individual capabilities. Considerable use was made of community resources, and special interest groups resulted in a math club, a dramatics group, a chorus, participation in two special art projects, a science fair, and an oratory contest, as well as a demonstration before a civic group.

Among the outcomes evaluated at the end of the first year were a mean growth of 1.7 years in arithmetic reasoning and 3.5 years in arithmetic fundamentals. Reading growth was also great, with an increased interest in young peoples' classics and other books generally reserved for older students. All areas of the curriculum showed evidence of enriched experience and the experiment was judged successful.

The following year saw three full classes in operation: two fifth grades and one sixth, in two schools. In 1960-61 there were three fifth grades and two sixths, and in the fourth year the program grew to three classes at fifth and three at sixth, where it remained the following year, while plans were made for further extension. Approximately the top two percent of the district's fifth and sixth graders are enrolled in the High Achievement Program. A coordinator was added to the Program at the beginning of the fifth year to insure that experiences and practices found valuable in one class would be generally available to all.



CHARACTERISTICS OF THE STUDENTS

In spite of the many similarities indicated by the criteria for selection of students, the range of individual differences in any High Achievement class is wide. The wise teacher will not demand identical standards of achievement in all subject matter areas, since the academically superior child is not equally talented in all of them. Three types of mentally superior children which might be found are

--those who have keen insight into the ways other people are thinking and feeling. These will show their talents in superlative writing, dramatics, art, or music abilities.

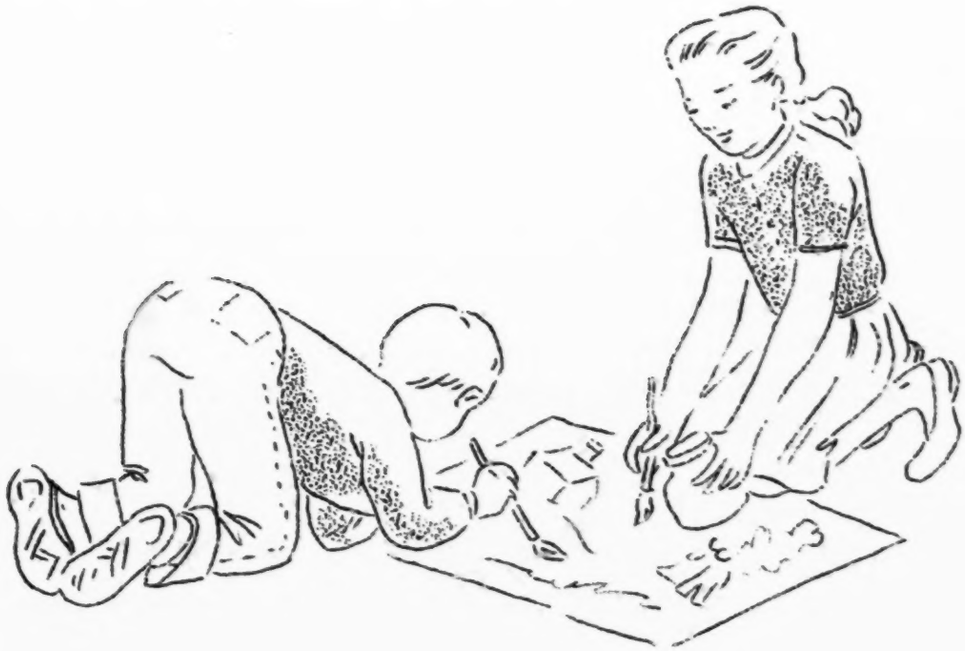
--those who are best at organizing and solving the functional problems of technology, mechanics, or social situations.

--those who like to get at the reasons behind things, to categorize, and to find abstractions and generalizations. They prefer to deal with ideas and concepts rather than feelings or concrete situations and will probably excel in science or philosophy.

To provide for such individual differences, the teacher will allow time for and encourage individual projects as well as foster group activities for more normal social development through satisfying associations with other children.

Some general characteristics which may be observed in children of superior intelligence are the early use of a large vocabulary and early language proficiency; keen observation and memory; a liking for books, including reference volumes; early interest in calendars and clocks; a long attention span; proficiency in one or several art forms; fascination with cause-and-effect relationships; the early development of ability to read; and the development of wide and varying interests.

The mentally gifted child is generally also above average in physical and social development and has fewer serious emotional problems. But in spite of these general similarities, the teacher must keep in mind the uniqueness of each individual pupil.



IDENTIFICATION AND SELECTION

Pupils are selected at the fourth grade level for the fifth grade High Achievement classes on the basis of demonstrated superior achievement in regular classes, high intelligence scores, good emotional and social adjustment, recommendation of teachers and principals, and permission from parents. Test criteria include performance of at least two years above grade level in the arithmetic and reading sections of the California Achievement Test, with strong scores in the mechanics of English and spelling sections as well, and a score within the top two percent on the California Test of Mental Maturity (I.Q.). Both the C.A.T. and C.T.M.M. tests are given in grades three, four, five, and six, and occasionally a candidate is given an individual intelligence test, the Weschler Intelligence Scale for Children.

In the spring term of each year principals distribute and explain the recommendation forms to fourth and fifth grade teachers (See appendix). Teachers are requested to submit a completed form, together with written comments, for each child who meets the qualifications of the test criteria, and for any others whom they feel strongly should be referred. The forms are appraised in turn by the principal, the coordinator of the High

Achievement Program, and the Assistant Superintendent for Instruction. In some instances the coordinator works with a prospective candidate's teacher to discuss or assist in the teacher's recommendation.

Tentative class lists of thirty-five pupils for each fifth grade High Achievement class are then compiled, according to the school neighborhoods in which the classes are located. Administrative details of room assignments, bus schedules, and supplies are planned.

During the summer, a letter is sent to the parents of each candidate notifying them of their child's selection, explaining the Program, and inviting them to an orientation meeting (See appendix). At this meeting the parents of new High Achievement Program candidates have an opportunity to meet with the child's prospective teacher and principal and learn more about the Program, prior to making their decision.

With very few exceptions, all fifth graders continue together into the sixth grade High Achievement classes. Vacancies which do occur are filled by a procedure similar to that for selecting fifth grade candidates, except that qualification standards are higher, to assure the selection of those who would be most able to fit in with a group which already has the advantage of a year of High Achievement work.

Reimbursement from the State of California for the excess costs of the Program is available only for those pupils who meet the criteria established by the state. (See appendix). The Anaheim City School District includes in its High Achievement Program not only these individuals but also others who by reason of academic record, scholastic aptitude, or teacher and principal recommendation have been considered as capable of benefiting from the Program. The class size of the High Achievement groups is thus approximately that of the regular fifth and sixth grades.

ENRICHMENT

Enrichment is the cornerstone of the High Achievement Program. Enrichment procedures may be thought of as vertical, horizontal, or supplemental in nature.

--The vertical approach means taking a pupil on to topics taught in higher grade levels, using the textbooks of successive grades as needed. This approach is satisfactory only when the child has demonstrated mastery of the foundation processes.

--Horizontal enrichment consists of utilizing grade level concepts in a wide variety of situations but in no instance teaching advanced concepts.

--Supplemental enrichment involves the use of units or topics not generally encountered in the regular course of study at any grade level but leading to broader acquaintance with, and deeper understanding of the field being studied.

Rather than argue the merits of which approach should be chosen, the teacher should try to provide a program of enrichment that permits each student to delve more deeply into his fields of special interest and to give creative expression to his particular talents; and this program should also guide him to explore a wide variety of both intellectual and non-intellectual activities.

It is this breadth and depth of educational opportunity which mentally superior children need. They need many new and stimulating

experiences which will allow for their continuing growth and will satisfy their interests. As each student seeks to express his ideas he will require competence in the fundamental skills. The superior student should also be expected to develop habits of thoroughness in research and a scientific approach to problem-solving. Originality should be encouraged as these children explore new ventures, for through creative experiences they will come to value personal integrity and to appreciate the unique contributions of others.

The mentally superior child should be seen more as a life-long learner than as one who must be taught all he will ever know. It is more fitting to challenge him with ideas just beyond his present grasp than to fill him with collections of facts.

Not just knowledge, but "knowledge about knowledge" is the major concern of the mentally superior. The tools of research--"how to find out"--are more important than the assimilation of specific content, which in some areas may change radically overnight.

Less involvement with the concrete and more recognition of generalization should be used with superior students. They have a superior potential for conceptualizing; they need less drill to "fix" facts and should be more involved with the interrelationships than with the facts themselves.

Enrichment for superior students should be based upon the talents, interests, and established abilities of each student. The environment should be one in which individual progress, imagination, and originality are valued and fostered.

SPECIAL MATERIALS

The High Achievement classes are housed in regular classrooms at schools located in several sections of the district. The students share the general facilities of the schools with all other students.

Every fifth and sixth grade classroom is well equipped with all the materials necessary for a strong educational program. Basic textbooks are in good supply and many supplementary series are readily available in all content areas. A number of wall maps and globes are in each room and a science kit plus other science equipment and supplies are in each building, as are tape recorders, film-, filmstrip-, and overhead-projectors. Record-players are shared between each two classrooms and a large selection of records of music and literature is located in the district's audio-visual center, along with an extensive collection of films, slides, filmstrips, study prints, and related materials which circulate upon the teacher's request. Each classroom has a set of encyclopedias and a collection of supplementary social studies books, and special interest science books are available to accompany each science unit. Several thousand library books are obtainable through the district's library. A variety of physical education equipment is issued to each classroom. Art supplies for a wide range of artistic activity are available as needed. A further important asset of every classroom is a broad schedule of closed-circuit instructional television lessons, received on two large television sets.

Certain special materials of a more complex or difficult nature have been added in order to provide more adequately for High Achievement students' academic needs. These include in each High Achievement room, a large atlas, several almanacs, a collegiate dictionary and a set of high

school dictionaries. Each two rooms share an eight-earphone listening-post, used with a record-player, and a filmstrip-viewer. A good microscope, a microprojector, and several sets of slides are shared among the classes. Textbooks of seventh and eighth grade levels are available in the fields of reading and arithmetic. Large sets of classics and library books of challenging content and vocabulary circulate on a six-weeks' schedule. Several hundred additional titles are reserved for High Achievement use and may be ordered by the teachers from the district's library. An adult-level encyclopedia set is available to supplement the regular reference books. Weekly news maps and current events periodicals plus several magazines of educational value are used regularly. The teachers and administrators of the High Achievement Program are continually involved in evaluating new materials and equipment for the classes.

SPECIAL ACTIVITIES

Special activities in the High Achievement classrooms include a variety of enrichment procedures. Although field trips are limited because of transportation problems, trips to certain nearby points of interest may be visited by walking trips or through classroom-organized, parent-sponsored outings on weekends. Excursions to a newspaper office, a college science department, a planetarium, an art museum, and a marine tide pool area are among those which have been accomplished by High Achievement classes.

Considerable use is made of community resource persons whose visits to the classroom can enrich the experiences of the students. Although these same persons are available to the regular classrooms, High Achievement class teachers utilize this type of enrichment more frequently and more extensively. A list of resource persons is kept up-to-date and includes representatives from the many aircraft, electronics, and other industries in the area; college instructors; librarians; television personnel; service club and city government officials; people in the medical profession and in commerce; and high school debate teams and musical groups.

Since the curriculum can be modified to suit the needs of the High Achievement pupils, enrichment units in several fields have been introduced. A study of invertebrate zoology which incorporated a tide pool trip for collecting and later dissecting of organisms is one example of science enrichment; other units are concerned with intensive studies of astronomy, entomology, and meteorology. Language arts activities have included the writing and printing of a school newspaper, a creative

writing magazine, and full-length fiction and non-fiction books. Broad individualized reading programs have resulted in units in American history mythology, and the like. The fine arts have been encouraged through creative dramatics, choral activities, folkdancing, and art exhibits. Several presentations of High Achievement Program work have been made by students at meetings of civic and service organizations in the district, interpreting the Program to the public and providing worthwhile experiences for pupils.

THE TEACHER OF THE HIGH ACHIEVEMENT CLASS

One of the most critical areas in planning a program for academically superior students is that of selecting teachers. There is no simple formula for such selection, but there are guides.

The teacher of a High Achievement class should have high intelligence and outstanding scholarship. Ideally, he ought to have had some graduate college work in academic fields. References and previous experience must be excellent. He should have what is commonly referred to as a "broad cultural background." He must understand the special needs of the intellectually superior child; this understanding might be the product of special courses, experience with this kind of child, or extensive independent reading. A genuine love for children and for teaching is a sine qua non.

The teacher should be sensitive to the objectives of the special program set up for these children and be able to implement them. He should have a good working knowledge of the local community so that he will be able to supplement his teaching with the special knowledge and techniques possessed by laymen in various lines of endeavor.

The teacher's personality should evoke a very strong favorable response. He will be more effective if he has a strong sense of personal values. Other traits which are highly desirable are curiosity, potent imagination, enthusiasm, interest in working toward the stated goals of the Program, good work habits, and the ability to inspire others.

In addition to a good foundation in the arts, social studies, several sciences, and mathematics, the teacher of High Achievement

children should have an excellent command of the English language. An ability to teach and converse in Spanish is desirable, and familiarity with music, art, and literature are other valuable assets.

Perhaps the most important attribute of the High Achievement Program teacher will be his ability to teach the child to think and to challenge his thinking to the limit of his potentiality. The teacher needs to be emotionally secure and able to make a positive response when a child says, "I know a better way." This program requires a teacher who is not reluctant to say, "I don't know the answer to that, but let's find out together." He must be able to accept the fact that a student may know much more about a specific subject than he knows or can understand. He must be able to guide and inspire a pupil's studies without necessarily expecting to teach him in all areas of learning. In short, he should be able to maintain a creative atmosphere in the classroom at all times.

THE ROLE OF THE PRINCIPAL

The principal has a unique and important role in the High Achievement Program. Every principal should be alert to the presence of exceptional children within his school and should try to place them where they will most benefit from their educational experiences. He will help his teachers to recognize the characteristics of academically superior students and to provide for their special needs. He will assist teachers in evaluating the students' abilities and endorse their recommendations.

Each principal in whose school the High Achievement classes are located has additional responsibilities. He will participate in the September orientation meeting with parents of new candidates, teachers, and other administrators. He has the additional responsibility of integrating the students of the High Achievement classes into the life of his school, through student programs and playground activities. Counseling with parents, students, teachers, and coordinator is a further duty. As with other special programs, there are both pleasures and responsibilities for the principals working with the High Achievement Program.

EVALUATION OF THE PROGRAM

Evaluation of the effectiveness of the High Achievement Program is based on the degree to which the objectives of the program are being met. Questions which might therefore be asked include those relating to the students' intellectual development, social adjustment, healthful living, and personality growth. In addition, evaluation is concerned with the improvement of the administrative aspects of the program, such as identification and selection procedures, teacher preparation, use of special materials, and curriculum adjustments. To this end a number of forms and evaluative devices have been developed, and certain standardized measurements are used.

To measure student growth in academic achievement, standardized tests are given annually. The achievement test, of course, measures only a limited segment of the curriculum. It must be remembered that in addition to reading, arithmetic, language, and spelling, all other areas of the course of study and additional content, as well, have received attention. In a class where all children are superior in academic ability, less time is needed to learn the fundamental skills and more time can be devoted to enrichment activities, research skills, and special projects, none of which are measured on the standardized test.

Objective evaluation of the administrative aspects of the program includes a continuing appraisal of the effectiveness and efficiency of methods of identifying superior students, and of teachers', parents', and students' attitudes toward the screening techniques. Special materials are evaluated through use by the teachers and students in the High Achievement Program, and curriculum modifications are developed cooperatively through regular meetings of the teachers and administrators of the Program.

APPENDIX

Teacher Evaluation Forms, Fifth and Sixth Grades

Letter of Notification to Parents

Brief Description of the High Achievement Program

Text of Article 23, Subchapter 1, Chapter 1, Title 5
California Administrative Code

ANAHEIM CITY SCHOOL DISTRICT

Teacher Evaluation for FIFTH GRADE HIGH ACHIEVEMENT **CONFIDENTIAL**

Name of Pupil _____ Teacher _____

School _____

TEST SCORES (CTMM & CAT) Please give PERCENTILES and GRADE PLACEMENT

1961-62 Language IQ _____ Non-language IQ _____ Total IQ _____
Reading: Vocab. _____ Arithmetic Reasoning _____
Comp. _____ Fundamentals _____

1962-63 Language IQ _____ Non-language IQ _____ Total IQ _____
Reading: Vocab. _____ Arithmetic Reasoning _____
Comp. _____ Fundamentals _____

Please consider the following qualifications carefully, and check the columns as you believe the child demonstrates these abilities:

YES	NO		
		1.	Academic Achievement
_____	_____		Extensive vocabulary
_____	_____		Unusual reading ability
_____	_____		Organized and abstract thinking
_____	_____		Ability to see relationships
_____	_____		Works up to ability
_____	_____		Consistent, high-quality work
_____	_____		Can work independently
		2.	Creativity apparent in
_____	_____		Art
_____	_____		Music
_____	_____		Drama
_____	_____		Writing
_____	_____		Scientific aptitude
_____	_____		Mechanical aptitude
		3.	Social Leadership
_____	_____		Takes charge of a group
_____	_____		Admired by peers
_____	_____		Helps others
_____	_____		Defends rights of others
_____	_____	4.	Can give and take constructive criticism
_____	_____	5.	Can apply himself readily to the task at hand
_____	_____	6.	Can do written work with at least a grade level mastery of the mechanics of grammar, spelling, and handwriting
_____	_____	7.	Physically sound
_____	_____	8.	Emotionally well adjusted

Pertinent comments which, in your opinion, should be considered in evaluating this child's ability (academically and socially) for placement in the High Achievement Program: (Please use other side)

Recommended by:

Teacher_____ Principal_____ Central Office_____

To be placed in 5th grade H/A class at_____ School

Teacher_____ Parents notified _____

Approved: W. F. Ross
3-4-63 i

ANAHEIM CITY SCHOOL DISTRICT

Teacher Evaluation for SIXTH GRADE HIGH ACHIEVEMENT **CONFIDENTIAL**

Name of Pupil _____ Teacher _____

School _____

TEST SCORES (CTMM & CAT) Please give PERCENTILES and GRADE PLACEMENT

1961-62 Language IQ _____ Non-language IQ _____ Total IQ _____
Reading: Vocab. _____ Arithmetic Reasoning _____
Comp. _____ Fundamentals _____

1962-63 Language IQ _____ Non-language IQ _____ Total IQ _____
Reading: Vocab. _____ Arithmetic Reasoning _____
Comp. _____ Fundamentals _____

Please consider the following qualifications carefully, and check the columns as you believe the child demonstrates these abilities:

YES	NO	
		1. Academic Achievement
____	____	Extensive vocabulary
____	____	Unusual reading ability
____	____	Organized and abstract thinking
____	____	Ability to see relationships
____	____	Works up to ability
____	____	Consistent, high-quality work
____	____	Can work independently
		2. Creativity apparent in
____	____	Art
____	____	Music
____	____	Drama
____	____	Writing
____	____	Scientific aptitude
____	____	Mechanical aptitude
		3. Social Leadership
____	____	Takes charge of a group
____	____	Admired by peers
____	____	Helps others
____	____	Defends rights of others
____	____	4. Can give and take constructive criticism
____	____	5. Can apply himself readily to the task at hand
____	____	6. Can do written work with at least a grade level mastery of the mechanics of grammar, spelling, and handwriting
____	____	7. Physically sound
____	____	8. Emotionally well adjusted

Pertinent comments which, in your opinion, should be considered in evaluating this child's ability (academically and socially) for placement in the High Achievement Program: (Please use other side)

_____

_____

Recommended by:

Teacher_____ Principal_____ Central Office_____

To be placed in 6th grade H/A class at _____ School

Teacher_____ Parents notified_____

Approved: W. F. Ross
3-4-63 : i

August 27, 1962

For the past five years the Anaheim City School District has provided special classes for 5th and 6th grade children who are academically talented. The Board of Education has approved the continuation of these classes for this 1962-63 school year. We now have six High Achievement classes consisting of three fifth grades and three sixth grades. Each class is composed of approximately 35 children.

Consideration for placement in these classes is based upon individual scores in Achievement and Mental Maturity tests. Children who have scored in the top 2% of the Mental tests and who are reading at least two years above grade level, and performing two years above grade level in arithmetic reasoning and fundamentals are considered for selection. Children who are finally selected for these classes, we feel, are children who have demonstrated their ability and willingness to achieve academically far above their actual grade placement and age.

Special teachers have been selected for these classes, and curriculum will not only provide the basic fundamentals for the specific grade level, but will consist of an enriched and accelerated program several years beyond the actual grade placement.

We are very happy that your child, has met the required qualifications, and has been highly recommended by his teacher and principal for placement in the 6th grade High Achievement Class to be located at School,

A special meeting will be held on Wednesday, September 5, at 7:30 p.m., Jefferson School Auditorium, 504 E. South Street, to discuss the program in general and to answer any questions that you may have concerning these special classes.

For further information, or if for any reason you feel that your child should not attend these classes, may we hear from you soon.

Sincerely,

William F. Ross
Assistant Superintendent
Educational Services

WR:em

THE HIGH ACHIEVEMENT PROGRAM

of the

ANAHEIM CITY SCHOOL DICTRICT
Anaheim, California

What is the High Achievement Program?

The High Achievement Program of the Anaheim City School District, now in its fifth year of operation, consists of three fifth and three sixth grade classes, each containing about thirty-five children who have been identified as rapid learners. Children who live beyond walking distance are transported by bus to the schools where the special classes are located.

How are the pupils selected?

Pupils are selected on the basis of demonstrated high academic achievement in regular classes, high intelligence scores, good emotional adjustment, recommendation of teachers and principals, and permission from parents. Test criteria include performance of at least two years above grade level in arithmetic and reading and a score within the top two percent on a test of mental maturity (I.Q.).

What are the purposes of the program?

The purposes of the High Achievement Program include the following:

To provide a better opportunity for high level work from capable students

To stimulate intellectual curiosity and creativity

To instill a desire to excel in academic work

To provide enrichment and intensive study in fundamental skills and basic knowledge, commensurate with mental age rather than chronological age.

To give opportunity for exercising greater initiative, originality, and self-reliance

To develop stronger attitudes, skills, and knowledge essential for democratic living

To instill and develop higher ethical and moral values

To encourage leadership and a sense of responsibility.

What is the curriculum for these classes?

To implement the stated purposes, the program provides that the basic course of study required for all children of a particular grade be covered as thoroughly as proficiency requires and also that a variety of enrichment studies be explored, both in breadth and in depth--physical and biological sciences, communication skills, art and music, literature, mathematics, citizenship responsibilities, study techniques, and many more.

Who teaches the classes?

Teachers for these classes have been selected on the basis of wide general background and experience, interest in children, emotional stability, and academic proficiency, as well as exceptional teaching ability.

What about report cards and grading?

Children selected for their superior academic ability may be expected to continue earning top marks in this program; however, if a pupil consistently fails to work up to his expected capacity, his report card will reflect the problem.

Can a child be released from the program?

Every effort is made, through conferences with pupil, teacher, parents, and principal, to resolve such problems as those concerned with the daily work of the child, emotional instability, nervous tension, and so on, should they occur. A parent may request the removal of his child from the program at any time; or the school may instigate such action, if the removal is seen to be in the best interests of the child.

What happens after sixth grade?

The long range philosophy for the program is not to see how fast the children can cover a grade level of work in a particular year, but to provide a program which, as the pupils move into junior high and high school into specialized subject areas on a more advanced basis, will avoid repetition, boredom, and lack of competition. A solid foundation of basic knowledge and skills and the development of good study habits, plus challenging enrichment, will prepare the High Achievement pupil to benefit from the offerings of the secondary schools' accelerated programs.

How do the children feel about the program?

Evaluation after each year of the program has shown that, although at first some children were disappointed in having to leave classmates and familiar schools, they were soon happy and enthusiastic in the new situation. Whereas some had begun to show smugness and lazy work habits in the regular classroom, the stimulation of working with children of similar interests and abilities soon resulted in broadened academic achievement and appreciation of the talents of others.

What do parents think about the program?

Parents have shown a keen interest in the program and its progress. Their constructive comments have been most helpful in overcoming problems and making improvements. Parents report that their children have a greater interest in school, more interest in the world about them, more confidence in their own abilities, more enthusiasm, and better work habits in school work as well as home responsibilities.

The Anaheim City School District invites the continued interest of parents in this special program for high-achieving pupils. The program is not fixed and inflexible. Its aim is the best education for pupils of superior academic ability, and its future success will depend on intelligent cooperation, appraisal, and change.

TEXT OF ARTICLE 23, SUBCHAPTER 1, CHAPTER 1, TITLE 5,
CALIFORNIA ADMINISTRATIVE CODE

A resolution by the State Board of Education to add Article 23 (Sections 199.10 to 199.13, inclusive) to Subchapter 1 of Chapter 1 of Title 5 of the California Administrative Code, relating to special educational programs for mentally gifted minors.

Be it resolved by the State Board of Education, acting under the authority of Education Code Sections 152 and 6432, and implementing Article 14 of Chapter 6 of Division 6 of the Education Code, and pursuant to the Administrative Procedure Act, that:

Section 1. Article 23 is added to Subchapter 1 of Chapter 1 of Title 5 of the California Administrative Code to read:

ARTICLE 23. SPECIAL EDUCATIONAL PROGRAMS
FOR MENTALLY GIFTED MINORS

199.10 General Provisions. (a) This article applies only to special educational programs for mentally gifted minors described in, and for which reimbursement for excess costs are claimed under, Article 14 (commencing with Section 6421) of Chapter 6 of Division 6 of the Education Code.

(b) The terms used herein have the same meaning as in that article.

199.11. Identification of Mentally Gifted Minors. (a) The responsibility for the identification of pupils as mentally gifted minors shall rest with the administrative head of the school district or an employee of the district designated by him. Such identification shall be based upon a study of all available evidence as to a pupil's general intellectual capacity made by a committee consisting of the school principal, a classroom teacher who is familiar with the school work of the pupil, a

school psychologist or other pupil personnel worker who is fully qualified to administer and interpret tests of mental ability, and any other person or persons designated by the district employee responsible for making the identification.

(b) Among the items of evidence available concerning the general intellectual capacity of each pupil for whom an excess cost reimbursement is claimed under the provisions of Education Code Section 6425 shall be one of the following:

(1) A score on an individual intelligence test, such as the Revised Stanford-Binet Scale, Form L-M, representing an intelligence quotient of 130 or above, administered by a person credentialed for this purpose by the State Board of Education.

(2) A score at or above the 98th percentile on a group test of mental ability and a score at or above the 98th percentile on a standardized test of reading achievement or arithmetic achievement, each test having been administered within a period of no more than 36 months of the date of identification. Beginning July 1, 1963, the tests used for this purpose must be chosen from a list of tests approved by the State Board of Education under the provisions of Education Code Section 12821.

(3) The judgments of teachers, psychologists, and school administrators and supervisors who are familiar with the demonstrated ability of the minors provided that not more than three (3) per cent of the pupils for whom an excess cost reimbursement is claimed shall be identified on such judgments alone.

(c) The evidence described in paragraph (b)(1) above shall be required for all gifted minors enrolled in kindergarten and in grades 1 through 3. Beginning July 1, 1965, such evidence shall be required for all gifted minors enrolled in grades 4 through 6 except those who may be identified under paragraph (b)(3) above.

199.12 Minimum Standards for Programs for Mentally Gifted Minors. Programs provided for mentally gifted minors shall meet the following standards:

(a) A pupil placed in the program shall be identified in accordance with the provisions of Section 199.11, and shall be assigned to a program suited to his abilities and needs as determined by the committee described in Section 199.11.

(b) Individual case study records shall be maintained for all pupils placed in the program.

(c) Consent of a parent, guardian, or other person having actual custody and control of said minor shall be a prerequisite to participation in the program.

(d) A written plan for the program shall be available for public inspection on the same basis as is the district course of study. The written plan shall describe:

(1) The purposes of the program including the general goals which pupils are expected to achieve.

(2) The special activities to be carried on as a part of the program.

(3) The special facilities and special materials

to be used in connection with the program.

(4) The methods to be used in evaluating the success of the program.

(e) Programs shall be one or more of the following types:

(1) Programs in which pupils remain in their regular classrooms but participate in additional educational activities planned to suit their special abilities and interests, use advanced materials, and/or receive special help, directly or indirectly, through persons other than the regular classroom teacher.

(2) Programs in which pupils are provided with instruction by the school of attendance either through correspondence courses specified in Education Code Section 8301 and Section 101 of this Title or by special tutoring.

(3) Programs in which pupils are placed in grades or classes more advanced than those of their chronological age group and receive special instruction outside of the regular classroom in order to assist them in handling the advanced work.

(4) Programs in which high school pupils for a part of the day attend classes conducted by a college or junior college.

(5) Programs in which pupils participate regularly on a planned basis in a special counseling or instructional activity carried on during or outside of the regular school day for the purpose of benefiting from additional educational opportunities not provided in the regular classroom.

(6) Programs in which special classes are organized to provide advanced or enriched work for pupils with superior

mental ability during the regular school year or during a summer session. Such special classes may be in single subjects or may include more than one subject. They may be scheduled for a part or all of a school day.

199.13. Approval of Programs. (a) Programs for mentally gifted minors must be approved by the State Superintendent of Public Instruction. For any of the six types of programs specified in subsection (e) of Section 199.12, such approval will be given when the application for an apportionment under Education Code Section 6426 includes a certification by the chief administrative officer of the district that the program has been conducted in accordance with the provisions of Article 14, Chapter 6, Division 6, of the Education Code and that it has met the standards set forth in Section 199.12 above.

(b) When a school district desires to provide a program for mentally gifted minors which does not fall into one of the types listed in subsection (e) of Section 199.12, an application for approval of the program shall be filed with the State Superintendent of Public Instruction at least 90 days prior to the opening date of the semester or the summer session during which the program will be given. The application shall include the information listed in (d) of Section 199.12 above.